REPORT

OF

NOVA SCOTIA

COMMUNITY COLLEGE SYSTEM -

VISIBLE MINORITY ACCESS

CONSULTATION

MARCH 26, 1992

CO-SPONSORS

MULTICULTURALISM AND CITIZENSHIP CANADA

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NOVA SCOTIA COMMUNITY COLLEGE SYSTEM - VISIBLE MINORITY ACCESS CONSULTATION

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BACKGROUND

The Nova Scotia Community College - Visible Minority Access Consultation was cooperatively organized between Multiculturalism & Citizenship Canada and the Nova Scotia Department of Education, as a response to Recommendation 10 (Employment/Economic Development) in the Nova Scotia Advisory Group of the Race Relations Report (September 1991):

> That all levels of government, in co-operation with the private sector and the Black community, set up training programs relevant to current labour needs for Black people who receive social assistance or who are underemployed. Such programs should incorporate a workplace training component and guarantee employment on course completion.

In December 1991, the Department of Multiculturalism and Citizenship met with the Deputy Minister of Education to discuss how the two departments could work together to address this and other recommendations pertaining to education. An opportunity was provided by March 21, The International Day for the Elimination of Racial Discrimination, whereby activities were being organized by community groups, organizations and government across Canada to develop strategies to combat racism and discrimination.

The consultation was a response initiated in Nova Scotia. The objectives of the consultation were two-fold:

1) to examine the need for a special program for Black students which facilitates their access to and participation in the community college system;

2) to identify a strategy which responds to the needs identified.

In reviewing the agenda, the first session was developed to define the current situation from the perspective of Black representatives who have had experience with the college system. Ms. Mary Samuels, Human Rights Advisor to the President of George Brown College, addressed the topic: "Diversity - Challenges and Opportunities". Following these two sessions, the group broke into small groups to examine the Nova Scotia Community College system and looked at how other colleges and universities have addressed the issue and what lessons could be adapted for the Nova Scotia situation and the community college system.

AGENDA

Nova Scotia Community College System - Visible Minority Access Consultation
March 26, 1992 - 8:00 a.m. - 4:00 p.m., Atlantic Room, Halifax Hilton Hotel

08:00 - 08:30	Registration
08:30 - 09:00	**Opening Remarks** Mr. Dermot Mulrooney - Executive Director, Community College Branch, Nova Scotia Department of Education. Ms. Kathy Moggridge - Acting Atlantic Regional Director, Multiculturalism & Citizenship Canada.
09:00 - 09:45	**Panel** **"SPEAKING OUT"** - Experiences and views relating to adult education programs serving Black Nova Scotians and the need for better access to Community Colleges. **Moderator:** Mr. Robert Upshaw - Executive Director, Black Learners Advisory Committee. **Panelists:** Ms. Iona Crawley - Past Owner, Crawley's Business Academy and member of the National Literacy Council. Mr. Gerry Taylor - Executive Director, Dartmouth East Black Learning Center. Mr. Wayne Desmond - Executive Director, Watershed Area Development Enterprises (WADE).
09:45 - 10:30	**Keynote Address** **"DIVERSITY: THE CHALLENGES AND OPPORTUNITIES"**: Ms. Mary Samuels - Advisor to the President on Human Rights, George Brown City College, Toronto, Ontario.
10:30 - 10:45	Refreshment Break

10:45 - 12:00 **Round Table Discussion Groups**

Identifying access issues.

12:00 - 01:00 Lunch (Buffet provided)

01:00 - 02:15 **Panel**

"GETTING STARTED" - Models and strategies for developing access programs and services in a community college setting.

Moderator: Mr. Percy Paris, Director, Supervisory Career Paths Program, Henson College.

Panelists: Mr. Rocky Jones, Community activist and founding member of the Dalhousie University Transition Year Program and the Dalhousie Law School Indigenous Black and Mi'kmaq Program.

Dr. Fred Wein, Professor at the Maritime School of Social Work and Chairperson of the Inter-university Committee on Access.

Ms. Denise Amoyt, Chief Program Delivery, Race Relations and Cross Cultural Understanding, Multicultural and Citizenship.

02:15 - 03:00 **Round Table Discussion Groups**

Potential action strategies.

03:10 - 04:00 **Plenary**

"EMERGING THEMES AND STRATEGIES" - Reports from the round tables; identifying priorities for action; where can we go from here?

Facilitator: Mr. Jack Buckley - Chief Executive Officer, Community College Branch, Nova Scotia Department of Education.

Co-sponsored by The Nova Scotia Department of Education and Multiculturalism and Citizenship Canada

PANEL PRESENTATION - " SPEAKING OUT"

The panel was designed to provide information about the experiences and perceptions of Black Nova Scotians regarding the Nova Scotia Community College system. Each of the speakers had experience with the community college system - either as an employment counsellor, a consultant or a parent.

Iona Crawley, an employment consultant active in literacy organizations, considered some of the barriers Black Nova Scotians experience in trying to access the community college system. She considered the following points:

- the impact of the inequities of the secondary school system on Black access to the Nova Scotia Community College;
- the low representation of Black Nova Scotians in the community college system as students, teachers, administrators and members of advisory committees;
- the college system's apparent insensitivity to the academic and social needs of Black students;
- the few efforts made to integrate Black Nova Scotians into college programs;
- the lack of recruitment strategies designed for the Black communities across Nova Scotia.

Wayne Desmond, who works with the Watershed Area Development Enterprises (WADE), challenged the term 'minority'. He felt that the term served to further marginalize the Black community; that Black Nova Scotians did not necessarily identify with this term, and that it served to label students and perhaps suggest deficiencies.

Mr. Desmond outlined his reservations about Recommendation 10 - Employment\Economic Development in the Nova Scotia Advisory Group Report on Race Relations. The intent of the recommendation was limited by its focus on Blacks who were either unemployed or dependent on social assistance. He suggested that efforts should not be limited to welfare or the maintenance of the existing occupational structures which serve to segregate Blacks and limit opportunities for participation.

In developing programs which respond to the needs of Black Nova Scotians, Mr. Desmond emphasized that the college system should not expect the Black community to solve all the problems. He noted that it was incumbent upon the system to work for solutions. He also noted that, while an Acadian community college system had been developed, there was no comparable program in place for Black Nova Scotians.

In developing a program, Mr. Desmond recommended the following:

- that it challenge existing stereotypes;

- that it be meaningful to Blacks;

- that it provide opportunities for Black Nova Scotians to participate fully at all levels.

Blair Grosse, an employment counsellor with the Dartmouth East Black Learning Centre, noted that an equal access program for Black Nova Scotians did not mean special concessions. Rather, it would be a strategy to ensure equal opportunities. It was imperative that the existing inequities and disadvantages that Black Nova Scotians faced in the education system be acknowledged, challenged and addressed.

Mr. Grosse noted that the community college system was not fully sensitive to the needs of Blacks. To ensure that Blacks could participate fully and equally, the community college had to provide an atmosphere where all students, including Black Nova Scotians, could be respected and accepted. The false notions, the labelling and discriminatory practices had to be challenged and eradicated. The barriers to equality had to be identified and removed. Continued unemployment and poverty would only serve to hurt everyone.

DISCUSSION

Following the three presentations, Mr. Robert Upshaw, Director, Black Learners Advisory Committee, and Chairperson of the panel, invited questions from the floor.

Question: Did not all minorities experience the same barriers as Black Nova Scotians?

Response: Although Black Nova Scotians have lived in and contributed to this province for over 300 years, we have never had the experience of being either the majority or an accepted culture. Although there are similarities with other minority groups, there are major differences which have to be taken into account.

Question: It will be a long time before attitudes change. Won't policies and programs have to be developed to get people to buy into the process?

Response: Parallels could be made with the seat-belt legislation. Initially there was great opposition but, with legislation and information, people accepted the change and changed their behaviour. Won't the same happen with the development and implementation of access programs?

Question: What could be done to increase sensitivity and understanding within the majority communities?

Response: Recognition has to be given to the cultural differences, as well as to the impact of years of a segregated education system. Enhanced support programs which respond to the education levels of Black students must be developed. In addition, there should be cross-cultural sensitivity training for instructors and outreach programs for Black communities. A Black students' advisor should be considered.

Comment: Attention should be given to equal outcome.

Response: All graduates, as a result of the college programs and training, should be able to access equally the labour market.

KEYNOTE ADDRESS - "DIVERSITY: THE CHALLENGES AND OPPORTUNITIES"

Keynoter: Mary Samuel, Human Rights Advisor to President, George Brown City College

INTRODUCTION

As I began my preparations to come to talk to you today, I ran across two quotes, which I felt were particularly relevant to your concerns at this one day consultation. One came from Judge Rosalie Abella in her Equality in Employment (1984) in which she said:

> Ignoring the differences and refusing to accommodate them is a denial of equal access and opportunity. It is discrimination. To reduce discrimination, we must create and maintain barrier free environments so that individuals can have genuine access free from arbitrary obstructions to demonstrate and exercise fully their potential.

This quote, though borrowed from the employment sector, has relevance to the educational sector, in that it speaks of access and barrier free environments. Where best to start promoting these values if not within the educational system. Colleges are part of a community's resources and therefore it should be part of it's role to contribute positively to that community. Just as a College forms partnerships with employers to keep up with the demands of the changing market, new technologies etc., it must also forge linked with the community and the potential student population to stay current with their needs. This can not be done unless the College is prepared to examine issues of accessibility and barriers, some of which are perpetuated by meeting the needs of students recruited from only traditional sources - high school graduates.

The second quote is even closer to home and is taken from a book entitled Canada's Community Colleges (Dennison and Gallagher. 1986). They observe that:

> It is characteristic of people in educational institutions to call for change of all kinds so that the world may become a better place for all. It would be ironic and disastrous if their own institutions were to resist changes that would allow them to become really important educators of and for the future of Canada.

The challenge for Colleges to change is evident in these two quotes. Colleges need to change not only to keep pace with the requirements and expectations of creating and maintaining barrier free environments but also to remain a competitive and positive role model within the community.

ONTARIO'S EXPERIENCE

The demographic and economic shifts of the last decade have had a profound effect on the composition of the student population in Ontario's Colleges of Applied Art and Technology. The College system in Ontario began about 25 years ago and was hailed as the vehicle that would 'serve secondary school graduates who were not university bound, but who wanted to further their education beyond high school' (Vision 2000. 1990. p. 6.) At this time, the impact of the baby boom was being felt. More schools were being built, students were staying in school longer and going further , curricula and programs were reviewed to accommodate the new demands. The College system was seen as providing the missing link in the provision of educational services from 'kindergarten to the post graduate level'. Colleges were given the responsibility of:

* providing career oriented education;
* meeting local community needs;
* providing opportunities for learning in non traditional ways;
* accommodating part-time learners;
* offering daytime and evening classes;
* providing on the job or after hours skills, upgrading and updating for workers; and
* providing a wide variety of courses of varying lengths, involving work experience programs.

Even though this forward-minded and progressive mission was given to the Colleges, in 1967, they quickly settled to a comfortable niche of providing a career orientated education to a fairly homogeneous student population. For the most part potential students were White, of European background and were from traditional nuclear households, supported by a male bread winner. The labour pool was filled with young people ready to receive training for a life long career, in an economy dominated by expanding opportunities in manufacturing and the natural resource sectors. This is not to say that in 1967 there were no women, Aboriginal people, Black people or others in Ontario, who could have benefitted from the advantages of a College education. But

such opportunities, which could have been accommodated within the original mandate of the College system, were not accessible to these groups, have historically been on the periphery of any training or educational initiatives. This is but one example of how Canada approaches diversity within its own population.

Even though, this land known as Canada, has had a diverse population since the time people first walked, toiled and died here, the diversity and contributions of aboriginal and Inuit people have never truly been recognised. Even though African Canadians have lived in Nova Scotia and parts of Ontario for hundreds of years, we are not an integral part of Canada's fabric. Even though Canada has been populated by waves of immigration, from a variety of origins, it was only those people of British and Western European stock who were able to go on and form Canada's dominant culture.

Canada has been relatively slow in coming to terms with the diverse nature of its population. For a long time, anyone having origin other than British and to a lesser degree French, were just not relevant. Other people were here to be conquered and or exploited for their labour. Canada's formal recognition of its bicultural and bilingual nature, with its underlying concepts of two founding nations, did little to acknowledge the Aboriginal people who came first or the many other people who helped to build this country, who had neither British nor French origins.

Then along came 'multiculturalism'. Although it may have been an honest attempt to include all the people of Canada, its impact was limited as it chose to focus on culture, singing, dancing, ethnic food and dress. And it was still based on an 'us and them' philosophy. (It is encouraging to see that the emphasis is shifting to dealing with some of the structural issues that prevent us from achieving a truly multicultural society.) Multiculturalism spawned other 'multi' labels such as multi-ethnic, multi-religious, multi-lingual, to describe Canadian society. None seem to do an adequate job and the key to succeeding in Canada remained firmly tied to one's ability to emulate the values of the dominant culture.

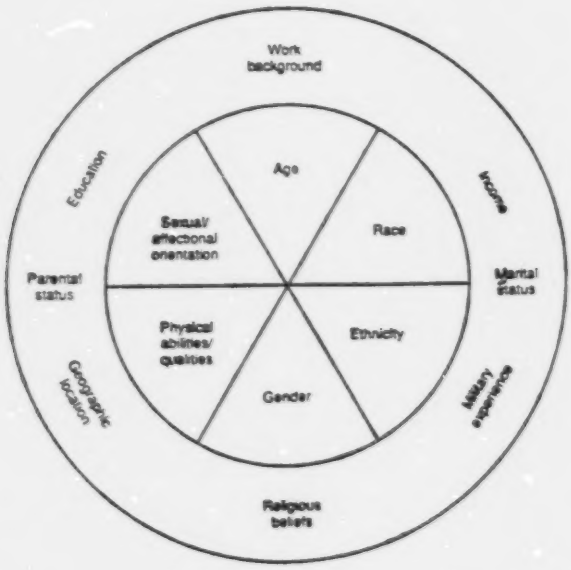
Diversity is the latest attempt, to try and capture the breadth and depth of what we are trying to describe. When dealing with such issues as equality, access and accommodation, the term diversity covers a host of people, who have been denied or had limited success with equality, access or accommodation within our society. If we look a the dominant group in our society , our institutions and work places still tend to favour males over females, White people over other people of colour, able bodied over those who are physically challenged and those between the ages of 30 and 50 over those who are younger or older. Seen from this perspective, diversity is much more than a function of just race or ethnic origin.

DIVERSITY DEFINED

Loden and Rosener in their book Workforce America! Managing Employee Diversity as a Vital Resource (1991) develop the concept of diversity even further by defining it as the variety of dimensions that help us to differentiate us from each other.

> Diversity is otherness or those human qualities that are different from our own and outside the groups to which we belong, yet present in other individuals and groups. Others, then, are people who are different from us along one or several dimensions such as age, ethnicity, gender, race, sexual/ affectational orientation, and so on. (p. 18)

The primary dimensions of age; ethnicity; gender; physical abilities/ qualities; race and sexual/ affectational orientation, describes our core individual identities. These primary dimensions are strong influences on how we relate to others and how others see us. In addition, there are secondary dimensions, which unlike the primary, can be changed or modified. The secondary dimensions include such things as educational background; geographic location; income; marital status; military experience; parental status; religious beliefs; work experience, etc. Loden and Rosener depict the interrelationship between the primary and secondary dimensions of diversity as a circle within a circle. The inner core is composed of the primary dimensions with the secondary dimensions in the outer circle.



Primary and Secondary Dimensions of Diversity

The secondary dimensions have different importance depending on one's stage in life, but the interaction between the two levels of dimensions 'shape our values, perceptions, priorities and experiences throughout life' (Loden Rosener. p. 21).

There is a strong desire for people to associate and interact with others who are as like our core identities and as many of the secondary dimensions as possible. We value sameness because of its comfort and the decreased possibilities of challenge to our fundamental beliefs. When this valuing of sameness becomes ingrained within our institutions, then policies and practices which are developed and implemented begin to act so as to maintain the sameness or the homogenous nature of the institution. Barriers, though not necessarily intentional, become institutionalised, making access and participation very difficult and in some cases impossible for those who do not share the same qualities valued by the institution. The message becomes very clear - diversity is neither valued nor welcomed.

Traditionally, diversity has not been valued in the workplace, and to a large extent has been viewed as a liability. Systemic barriers exist to limit or deny access to the job opportunities. If people are successful in gaining entry to the organisation, then they may be confronted by an uncomfortable and hostile environment. People can become so demoralised by this climate, that they are not productive or they do not participate. Mistrust, in fighting and polarisation can develop. Rather than complaining, some employees simply quit, because it appears that the behaviour is condoned by the organisation. Time and energy are spent controlling rather than managing diversity.

Translated into an academic environment, the consequences of not valuing diversity are very similar. Because of such barriers as:

* stringent admissions criteria;
* lack of vocational counselling;
* lack of diversity among faculty and other College personnel;
* lack of cross cultural sensitivity on the part of College personnel;
* lack of child care;
* inflexible schedules for courses and programs and
* lack of outreach and appropriate promotional materials to the under-represented groups;

People who could benefit from a college education, do not even bother to apply. Those who do apply may get derailed because of the institutional barriers. Those few who do get accepted may be confronted with a non-supportive, hostile environment, that makes learning difficult if not impossible. For those few who do survive, who do not drop out but go on to graduate, they must then be prepared to go out and repeat the whole process as the job search begins. A successful graduate may be applauded with such accolades as 'token', 'a credit to his or her race etc' or 'he/ she made it because of a special program' or 'because the institution lowered its standards'.

Whether in an employment or academic setting, when diversity is not welcomed or valued, precious working and learning time is spent dealing with low morale, low productivity, lack of participation, poor attendance, high turnover or drop out rates.

VALUING DIVERSITY

I have talked a lot about the consequences of not dealing with the realities of diversity. Let us pause and look at why we should value diversity in the educational sector. Colleges are being asked to wake up to the reality that the potential student applicant pool consists of more than white, male high school graduates. There are women, other racial and ethnic groups, people who are physically challenged, previously unemployed people who are looking for retraining, university students who cannot find a job within their degree, people who want to update their skills, people who are looking for a career change. These groups should be viewed as a vast, untapped potential, not as a liability that will cause College standards to fall by the wayside.

If the College system does value and welcome diversity then it provides opportunity for:

* acknowledging the changing reality of the potential student population;

* shifting the focus of the Colleges to become centres for life long learning;

* developing a diversity of ideas, sharing of experiences and setting a new standard that validates these new ideas and experiences;

* increasing potential for innovation and creativity because of the different experiences arising from diversity;

* fostering respect and partnerships;

* allowing people to interact with people whose core identities are different from their own;

* allowing people to challenge and correct the assumptions and stereotypes held about "others";

* graduating students who are better able to handle the diversity they will continue to encounter in the work place;

* assisting the Colleges to remain viable and competitive institutions for educating and training people to meet current trends.

Valuing and welcoming diversity is the challenge. George Brown College began to respond to this challenge in 1985 when it created the Community Outreach Department. Its strategy is to address shrinking funding sources and to renew the commitment to improve access for disadvantaged adults and youth to College education. The Department is mandated to promote the development of community-based training programs affiliated with the College and to expand and diversify College services to the community .The Department negotiates all contracts with non-profit agencies under the Canadian Jobs Strategy and other similar funding sources. Currently there are approximately 40 affiliated programs serving more than 10.000 students.

Through the Access Division, the College has been able to enter into affiliate arrangements to offer programs for women, students who are functionally illiterate, mature people, Francophones, trade unionists, various groups within the multicultural community, unemployed youth and adults, people with disabilities, ex-offenders and senior citizens. Although the programs have been and are successful and the model proven viable, there were problems including:

* The transferability of credits from an affiliated program to a more advanced institutional program;

* Program evaluation on an individual program basis, as well as a system-wide comparative study of the results of institutional vs community based programs;

* Conflict over teaching/ learning methods between community and college practitioners;

* Power conflicts over "who's in charge" when both the College and an agency have an equal investment in a program;

* Conflict over salaries between community trainers and better-paid College instructors.

* Lack of developmental time and funding;

* The external pressure from funders to mount quick turn-around programs, often in traditional, low-paying occupations;

* Administrative pressures and financial competition between the agencies and the College; and

* Lack of funding and resources to "train the trainers".

However, despite the problems, this is one approach that encourages communication with the community, provides the linkages between community needs and funding sources and provides the access that is so vitally necessary for the Colleges and community.

In 1986/ 87 the College responded to requests to link its priorities closer to the community's by investigating the perceptions, needs and barriers experienced by racial, cultural and linguistic minorities in the city, which is what you are starting here today.

There was an overwhelming and positive response by the community to this initiative. People expressed pleasure at being consulted. They also expressed anger about their previous experiences with the College where they had difficulty getting information about the College or in making appropriate placements for clients. The dialogue produced as a result of the process revealed five main types of barriers to training and education. These were:

* institutional barriers

* language and cultural barriers

* lack of knowledge

* situational barriers &

* lack of training options

The researcher quickly concluded "that what was needed was a broad <u>systemic</u> approach to making the College more responsive and accessible and that College staff themselves needed to go through a process of education and awareness training" (Hynes, 1987, p.5). At the end of the process, the Community outreach Department hosted a one day conference to share the results and to provide College staff and government officials with the opportunity to hear directly from the community. The message was loud and clear - publicly funded post-secondary institutions must begin to take the needs of the community more seriously. George Brown College accepted the challenge to become more equitable and accessible in an attempt to remain a viable and competitive institution of learning.

One response to the challenge was the joint endorsement by the Board of Governors, the President and the Academic and Support Staff Unions of the College's Race and Ethnic Relations Policy. The development of the Policy has its own history but essentially it expresses the College's commitment to change in several key areas, to promote accessibility and equity. These include statements on the following:

1. General Principles.
The College recognizes that it has a special responsibility as a post-secondary institution to develop positive values, attitudes, knowledge and practices amongst its students, staff, governing bodies and community.

2. Community Relations
George Brown College will foster a strong partnership with its students and will actively seek out the participation, views and concerns of community members.

3. Staff Development
George Brown College will ensure equitable access to all staff development activities and to programs which enable staff to deal more effectively with multiculturalism and race relations issues in their work.

4. Employment
The personnel at all levels at the College - support, faculty and administration - shall reflect the racial and ethno-cultural diversity of the Metro community. Staff will be recruited, hired, developed, evaluated, promoted and rewarded in a fair and equitable manner.

5. Curriculum and Extracurricular Activities
The College will use and develop extracurricular resources that are sensitive and responsive to the ethno-cultural, racial, linguistic and religious diversity of the community, and which promote respect and an appreciation of difference.

6. Handling Incidents of Expressed Bias
The College will act to eliminate all forms of discrimination and bias on the part of staff, students, administrators, cooperative placement employers, community affiliates, Advisory Committee members, Board of Governors and visitors.

7. Entrance Criteria, Assessment and Placement
The College will promote access to and success in educational programs by using unbiased assessment and testing procedures, and by providing a range of alternatives to assist students in entering and progressing through the program of their choice.

8. Support Services and Counselling
Through its support and counselling services, the College will play a proactive role in promoting access, participation and harmony among the College community, thus combatting discrimination and racism, and in assisting applicants and all students to achieve their full potential.

9. Contract Compliance
Contract Compliance is a qualification system that ensure recipients of contracts and other monies from the College, businesses or agencies accepting College students as placement or co-op students and community affiliates adhere to the College's commitment to equal opportunity and employment equity, and to its Race and Ethnic Relations Policy.

10. Data Collection
George Brown College will undertake and sustain the ongoing collection of Data necessary to advance the implementation of the Race and Ethnic Relations Policy.

George Brown is currently engaged in implementing this policy. Although its stated focus is Race and Ethnic Relations, it is felt that the resulting improvements will have beneficial impact throughout the College and for all under-represented groups.

In October 1988, the Ministry of Colleges and Universities announced an initiative called "Vision 2000". A comprehensive and far reaching review of Ontario's system of Colleges of Applied arts and Technology. The intent of the project was to develop a "vision of the college system in the year 2000" (Vision 2000, MCU, 1990. p.1). The final report was released in May 1990 and poses the challenge for the College system to meet the needs of students and contribute to the economic and social goals of Ontario into the next century. Among other things it offers a useful definition of educational equity as:

> (involving) the identification and removal of systemic barriers to educational opportunities that discriminate against women, visual minorities, aboriginal peoples, persons with disabilities, people living in poverty and members of other groups which have been identified as being under-served with respect to their to needs for post-secondary education. Educational equity also involves the implementation of special measures and the application of the concept of reasonable accommodation when these are necessary to achieve and maintain a student group which is representative of the communities served. (p.28)

In closing, let me say again that the challenges and opportunities do exist in welcoming and valuing diversity. It sets a high standard for the College to examine its own culture, policies and practices. It requires the College to reach out to the broader community, including those who have been under-represented and form working partnerships so that the college system can remain viable. But we must accept the challenge or risk the fate of the dinosaur which became extinct because it could not adapt to the environmental changes.

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Discussion

Question: The American theorist, Rosen whom you quoted, appears to be very negative. Can't we be more positive than the American system and focus on integration rather than assimilation?

Response: Although we have been dealing with this issue for a long time, the literature on diversity is only starting to become available. The concept of diversity is still not a valued commodity. The tendency continues for us to try and control or fight diversity, rather than to manage it and to see it as an opportunity.

Comment: Individuals are often more comfortable with people from similar backgrounds. Institutions are the same and tend to take the easiest way out. Institutions will change if the majority value diversity.

PANEL PRESENTATION - "GETTING STARTED: MODELS AND STRATEGIES"

This panel, chaired by Percy Paris, was designed to examine access models and strategies initiated in other post-secondary institutions in Nova Scotia and Canada.

Dr. Fred Wein, is a Professor at the Maritime School of Social Work and chair of the Council of Nova Scotia University Presidents' (CONSUP) Inter-University Committee on Access. This Committee includes representation from all universities in Nova Scotia and was established to identify appropriate access programs for Black and Micmac communities.

The initiative came about as a result of a number of factors. The MacKay Task Force Report, carried out in 1989-90, identified 40-45 recommendations for improving minority access to Dalhousie University and suggested that the most effective approach for improving access to universities would be to establish a committee with representation from all the universities. Another factor which has influenced the process was the Nova Scotia Higher Education Council's recommendation that all universities address the issue of access. Still another key factor influencing the process was the pressure placed on universities from the Black and Micmac communities to improve access.

In developing the initiative, the commitment of senior management was crucial. Since CONSUP is comprised of presidents of all the universities in Nova Scotia, it was an appropriate body to undertake the initiative. The resulting committee included representatives from the universities and the target communities. With funding from Multiculturalism and Citizenship Canada, the work of the committee has included consultations with each of the communities and recommendations provided to each university. In June, the results of the consultation process will be presented to CONSUP.

Denise Amyot, Chief, Program Delivery, Race Relations and Cross Cultural Understanding Program (Multiculturalism and Citizenship Canada), opened her presentation by discussing the changing demographics of Canada. She outlined how critical it was for institutions in all sectors of society to become more representative of Canada's multicultural and multiracial reality.

Institutional change is both a challenge and an opportunity for community colleges in today's economic climate. However, the economic value of access programs cannot be overlooked; a cost-benefit analysis has demonstrated that graduates pay back the costs of their education within seven years of graduation.

Ms. Amyot outlined the steps a community college might follow to develop an access program:

- **Needs Assessment**
  examining the composition of the college labour force and student body; is it representative of the population?

- **Organizational Audit**
  what programs, services and policies are in place which facilitate or hinder minority participation? Are there support programs in place? Is the faculty representative? What has been the experience of the target communities in the institution?

- **Policy Development**
  development of a policy on race relations - a mission statement and mandate

- **Community Consultation**
  How has the college consulted with the communities about the problems, objectives and strategies? What is the role of the community?

- **Cross-cultural Training**
  Are staff, students and faculty culturally aware or culturally sensitive? What training has been done; who has carried out the training? Is the training part of an overall strategy for institutional change?

- **Recruitment Strategies**
  How has the college recruited minority students? Is there a strategy for reaching out to the target communities?

- **Evaluation**
  What is the evaluation plan? Are there clear, concrete objectives which can be measured and evaluated? Is there a mechanism for involving the colleges and the communities in the evaluation process? How will the college know if it has succeeded in meeting its objectives?

Rocky Burnley Jones, a third year law student at Dalhousie University, brought three perspectives to the consultation: that of teacher, student and founder of two post-secondary access programs.

Mr. Jones began his presentation with a discussion of the Dalhousie Transition Year Program (TYP), where he taught for ten years. It was the late 1960s, a period of student unrest and demand for student participation in the decision-making structures of the university. At that time, there were few indigenous Blacks either enroled at or employed by Dalhousie University. The Black student population was primarily from Africa or the Caribbean, not Nova Scotia, and TYP became a mechanism for increasing the participation of indigenous Blacks at Dalhousie.

It took time to convince President Hicks of both the need for and the potential benefits, to the university and the community, of an access program. Initial discussions focused on who might be eligible for a transition year program: Micmacs, indigenous Blacks and possibly economically disadvantaged groups. The decision was taken that the program would be designed for Micmac and indigenous Black students.

Once the university agreed to establish the program, there was debate about control. How could the participating communities maintain control of TYP? The university agreed to establish an advisory committee, but there was never community-based control of the program.

TYP continues to serve the Black and Micmac communities but, for many years, it was very marginal to the Dalhousie University community as it remained outside the established faculties. There was no firm budget commitment; each year money had to be found for the program. It was not until the MacKay Task Force that the program was finally placed within an academic unit, Henson College, and gained some level of economic security.

In developing the Indigenous Black and Micmac Program (IBM) at the Dalhousie Law School, the

organizers reviewed and evaluated the experience of TYP. Again, a community-based committee was recommended to oversee the program. Given the opportunity provided by the Marshall Inquiry, it was recommended that the program be designed to increase the participation of indigenous Blacks and Micmacs in the legal profession. The program would be an integral part of the Law School, rather than marginal and outside the structure. As well as being key to the stability of the program, it would mean that it could serve as a potential tool for institutional change. While the administration was supportive of the IBM program, mainstream law students and faculty were not necessarily onside. There have been incidents of racial slurs, name-calling and racist graffiti.

Much has happened since the establishment of TYP and the development of IBM. The times are very different. TYP was established during as period of economic expansion, while IBM was founded during times of fiscal restraint. Resources are limited and the competition for access to universities, both undergraduate and professional schools, is fierce.

Mr. Jones concluded his presentation by referring to the different approaches of W.E.DuBois and Washington to education and social change.

Question:

Is there a forum for the two communities outside IBM or TYP?

Response:

Politically one has not emerged yet. There is good rapport between the communities, but nothing formal. It must be remembered that Aboriginal interests are tied to land claims.

Question:

Could you discuss the funding situation for TYP and IBM?

Response:

TYP had to go "cap-in-hand" for funding each year. There was no long-term commitment.

IBM has a three-year commitment, with a five-year plan. But there must be a more long-term, real commitment. Three to five years is simply not enough time to establish a program.

Question:

Is further information available about CONSUP's work and Dalhousie's research?

Response:

A report of the CONSUP Inter-university Committee will be available. **Breaking Barriers: Report on the Task Force on Access for Black and Native People** (1989) is available from Dalhousie.

ROUND TABLE I

Topic: Identifying Access Issues

Participants were divided into six working groups to discuss issues presented during the morning panel and keynote address. Groups considered the following issues:

1) Why is it important that all Nova Scotians have access to the Nova Scotia Community College?

2) What barriers hinder access to the system?

3) What barriers hinder participation of Blacks in Community College?

4) What role can Community College play in eliminating barriers?

The deliberations were then reported back during the plenary and are included in the recommendations.

ROUND TABLE II

Topic: What stands out from the afternoon panel?

Participants returned to the round table working groups of the morning session. Discussions focused on:

1. List three things the Community College can do immediately to address access for minorities.

2. List three things which can be done over the long term to address access for minorities.

3. Prioritize the list.

The deliberations were then reported back during the plenary and make up the recommendations.

PLENARY

Jack Buckley, Nova Scotia Community College, facilitated the afternoon plenary. Each of the round tables reported on the results of their discussions. Following is a synthesis of the short-term and long-term recommendations put forward by the participants.

Mr. Buckley concluded the plenary session by situating the community college system in today's environment. He noted that the 1988 White Paper, "Foundation for the Future", outlines a framework for the community college system. Implementation, which has been done without increased financial resources, has been slow and partial. The lack of resources meant shortcomings, including the development of a community college culture which separates the campus from the former vocational schools and institutes.

Participation in the Nova Scotia community college system is still very low in comparison to elsewhere in Canada. For example, the respective participation rates are:

Canada:	12 students/1000 population
Nova Scotia:	3 students/1000 population

Nova Scotia has a large pool of qualified applicants. Many applicants do meet the entrance requirements for the Nova Scotia Community College. But what about those students or workers who need retraining, but are unable to access the colleges? This situation has implications for minority access programs.

Today's consultation has outlined our shortcomings concerning minority access. It is important that community college campuses reflect the population of Nova Scotia. The long and short-term strategies outlined today will help us to address the issues. The consultation report will be reviewed by the Department. Resources remain a problem, but there is commitment for change. Institutional change requires this commitment and the development of policies which will result in access to programs.

SUMMARY RECOMMENDATIONS

1. **Develop a race relations policy for the Nova Scotia Community College and the Department of Education.**

   * This should happen via a task force with Nova Scotia Community College members on it.
   * A policy should be developed for each campus.
   * The policy should be reviewed and adjusted regularly.
   * Goals and a schedule should be included.
   * A mission statement is needed.
   * Current procedures and practices should be studied to see where systemic or administrative barriers exist.

2. **A pilot access program that assists in visible minority access needs to be developed, implemented and evaluated.**

   * Life skills and upgrading should be parts of it.
   * Culturally relevant.
   * Implement and monitor the program.
   * A committee should be formed to develop an access program.
   * Funding commitment required for longer term programming.

3. **Community College campuses should make every effort to recruit in Black communities.**

   * Black communities should be consulted on recruitment and marketing.
   * More efforts at high schools to recruit visible minorities.
   * Provide outreach programs and services to Black communities.
   * More and better communication with Nova Scotia Community College campuses and Black communities.

4. **Sensitivity and cultural awareness sessions for all Nova Scotia Community College staff should take place.**

   * This should be on-going.

* Respect and understand each individual.

* Start bringing access issues to the attention of students, staff and community.

* Cross-cultural understanding needs to be developed at the Nova Scotia Community College.

5. **Guidance counsellors need to become more user friendly.**

* Cross-cultural counsellor training.

* Cultural awareness.

* More Blacks.

6. **New staff recruitment for the Nova Scotia Community College should have specific measures to ensure Black candidates are informed and considered.**

* Target a number of positions in the Nova Scotia Community College including: training seats, guidance staff, administrative staff and teachers.

* Recruit Black staff; especially for Student Services.

7. **Conduct a needs assessment in consultation with Black communities on the education and training requirement of their members.**

* Research what needs to change at all educational levels.

* Community dialogue needs to happen.

* Establish an access committee at each campus.

* Form a provincial access committee which has the mandate and power to implement 'access strategies'; involvement of and invitation to community re: commitment to making changes in access.

8. **Set up support systems in Nova Scotia Community College campuses to help with the transition and retention of Black students.**

9. **Current curricula should be reviewed and adjustments made to make it culturally relevant.**

10. **Advocate to politicians regarding the importance of increasing access through funding and support commitment.**

APPENDICES

A. List of Participants

B. Small Group Discussion Reports

C. Evaluation Form

D. Summary of Participant Evaluations

E. Organizing Committee

APPENDIX A
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APPENDIX B

Small Group Discussion Reports

TABLE 1

SHORT TERM

1. Begin to develop a policy statement
2. Sensitivity sessions for all staff
3. Use community/outside resources to help develop action plans and sensitize staff
4. Directive from Head Office (Department of Education).
5. To inform re: the need for a policy
6. Directive stating there will be a policy developed in each school

LONG TERM

1. Develop a policy through establishing a task force involving all campus
2. Develop a pilot access program
3. Have a CC rep enter communities with information programs
4. Make counsellors user friendly
5. Look at hiring black staff

TABLE 2 - REPORT

IMMEDIATE ACTION

1. Outreach into the community
   Consultations with community groups - former studies
   Recognize value of group input

2. Implement cross cultural training for entire staff and cc level

3. Target a number of positions in community colleges and recruit for them
   Students/counsellors/administrators/teachers

4. More active recruitment for different ethnic and cultural groups at high school levels

5. Develop a proposal for a study of C.C. Policy and procedures/practices to determine present situation

LONG TERM ACTION

1. Study of system
   What is current situation? Analysis of policies and procedures/practices as they relate to our minority groups
   - committee to work with consultants
   - on campus
   - community college and policy branches of Department of Education

2. Based on results of study, implement/monitor/evaluate program

3. Ongoing training

ROUND TABLE 2

IMMEDIATE ACTIONS

1. Needs assessment
2. Outreach
3. Establish community dialogue
4. Involve staff in community dialogue
5. Establish access committee

(Priority will vary from college to college)

LONGER TERM ACTIONS

1. Local access committees could guide community consultations
2. Form provincial access committees
3. Black staff, specially for student services

TABLE 3

1. Need to recognize barriers
2. Recruit black staff
3. Set up support systems
4. Respect and understand each individual
5. More and better communications with NSCC and Black community

TABLE 4

SHORT TERM

1. Interactive meetings with community members re: access to programs
2. All staff cross cultural sensitivity training
3. Involvement of and invitation to community re: CC's commitment to making changes in access

LONG TERM

1. Research into assessment of what needs to change at all educational levels
2. Policy

TABLE V

IMMEDIATE STRATEGIES

1. Need mission statement (goals and objectives - What do we want in the long term?)
2. Form a committee to look at existing proposals on access. Bring together present materials to colleges re: access
3. Start bringing access issues to staff, students and the community (AWARENESS)
4. Review curriculum content (re: content on minority groups). Training to be able to review materials re: content
5. Colleges should get community's perspective - consult with minority representatives re: access issues
6. Involve college and target community

LONG TERM

1. Policy that would be monitored and adjusted periodically (2 - 3 years)
2. Provincial Committee on access which has mandate and power to implement "access strategies" over a long term period (committee should also include minority representation)
3. Assessing, monitoring work done in area
4. Advocate to politicians regarding the importance of this... funding and support commitment

TABLE 6

1. Active policy mission statement. Goals and schedule and ability to quick response
2. Student advisor - Peer group. Pilot program (life skills upgrade) for access to core programs
3. Cultural training for ALL Department of Education and CC staff
4. Funding commitment to long term program
5. Culturally relevant information to black community and feed back to improve linkages

APPENDIX C

EVALUATION
MINORITY ACCESS - N.S. COMMUNITY COLLEGE
MARCH 26, 1992

1. (a) Did the session meet its objectives? _____Yes _____ No
   (b) Did the session meet your expectations? _____Yes _____ No

2. (a) What did you like best about the consultation?

   a)_____

   b)_____

   c)_____

   (b) What did you like least about the session?

   a) _____

   b) _____

   c) _____

3. How could the session be strengthened or improved?

   _____

   _____

   _____

4. What follow-up do you recommend be taken as a result of this meeting?

   a) Multiculturalism Citizenship _____

   b) N.S. Dept. of Education _____

   c) Community College Campus _____

   d) Black Community Organization(s) _____

5. Other comments or recommendations?

   _____

   _____

   _____

THANK YOU FOR YOUR ASSISTANCE

EVALUATION RESULTS
Minority Access - N.S. Community College
March 26, 1992

1. (a) **Did the session meet its objectives?**

35 - Yes 0 - No

(b) **Did the session meet your expectations?**

35 - Yes 0 - No

2. (a) **What did you like best about the consultation?**

15 - hearing perspective from Black Community leaders in panels
1 - commitment to results
2 - opportunity to discuss issues and ask questions
1 - organization
2 - cross section of representation
15 - sharing view points in roundtable
2 - many diverse issues
4 - good speakers
1 - opportunity to meet Black Educators
4 - good mix NSCC and members of Black Community
3 - openness and honesty of participants
2 - raised awareness
1 - meeting new people
1 - well moderated
1 - collegical support to problem solving
1 - opened eyes of College and Department of Education
3 - interest in charge displayed
1 - lunch
1 - reports to groups
1 - no networking time
1 - no information on NSCCs
5 - freedom to voice
1 - understanding and empathy
3 - keynote speaker
1 - set up departmental priorities
1 - distinct strategies on access
1 - sharing ideas and information
1 - opportunity to share access
1 - Rocky Jones presentation
1 - frank face-to-face discussions with Blacks concerning Black issues
2 - fighting racism at NSCC

(b) What did you like least about the session?

14 - too short/longer program
2 - change groups in afternoon
1 - commitment towards change in Fall 1992
1 - too few Blacks involved
2 - long day!
1 - keep speakers on topic
1 - not enough dialogue in our groups
2 - no refreshments in the afternoon
1 - presentations take too much time
1 - include instructors - no Blacks from NSCC
3 - no statistics from NSCC
1 - make sure there is follow-up
1 - address recommendations
1 - too short notification
1 - no one person in control

3. **How could the session be strengthened or improved?**

2 - list
1 - more teachers
1 - more students
1 - too formed
1 - involve Micmac Community
1 - hold these sessions more often
1 - more time/more than one day
1 - include more members of the Black Community involved in Education
1 - Black students relating their experiences
1 - more time
1 - it was excellent
1 - more coffee
2 - more group discussions; focus on specific questions
1 - more Department of Education information on strategies
1 - follow-up sessions
1 - more open discussion
1 - circulate reports
2 - circulate topics for discussion ahead of time
1 - let's see some action - not just lip service
1 - more dialogue between groups
1 - more agency people needed

4. **What follow-up do you recommend be taken as a result of this meeting?**

(a) Multiculturalism Citizenship:

1 - in-service for Departmental officials
1 - more dialogue
1 - advertise this meeting
2 - evaluate progress
1 - liaise with Education
1 - continue these sessions
8 - more money for these sessions
1 - expectations of meeting
1 - fund Access Program
1 - action

(b) Nova Scotia Department of Education:

1 - improve P-12 system
1 - in-service all staff
1 - support campuses
2 - Policy Statement
1 - establish access committee
2 - evaluate progress
1 - ensure funding for models
1 - publicize support for multiculturalism
1 - long-range plan
1 - change system
1 - leadership role
3 - Mission Statement

(c) Nova Scotia Community College Campus:

2 - be open to Blacks and others
1 - set up TYPs
1 - make user friendly, registrar and all staff
1 - receive cross cultural training
1 - evaluate progress
1 - plan to implement recommendations
1 - increase offerings/staff sensitivity
1 - information session
4 - policy
1 - employ Black staff
4 - initiate outreach
3 - special recruitment
2 - in-service staff

(d) Black Community Organization(s):

7 - come into campuses
2 - evaluate progress
1 - educate communities and ensure follow-up
2 - continue to be consultative
1 - designate representatives to work to change process
1 - impart integration
4 - deal directly with Department of Education and NSCC
1 - encourage applications to NSCC

5. Other comments or recommendations?

1 - receive copies of results
1 - commitment to quality access programs system-wide and entrenched by Department policy
1 - distribute participant list
1 - a good day - too bad we have to start at this point - we have so far to go
1 - excellent day
1 - a good conference, thanks
1 - excellent, well done!
1 - have more sessions in more communities; these groups should meet to discuss and implement some of the recommendations
1 - I really enjoyed the session
1 - well organized
1 - very informative in a non-threatening environment
1 - excellent session - all should be commended
1 - a good workshop, well organized
1 - overall - very good
2 - have a follow-up session
1 - thank you for the opportunity to discuss these issues
1 - hope reports are sent out to participants
1 - development on campus training for administration and staff

APPENDIX E

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